



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 12071526  
SAU: MSAD 13  
School: Moscow Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

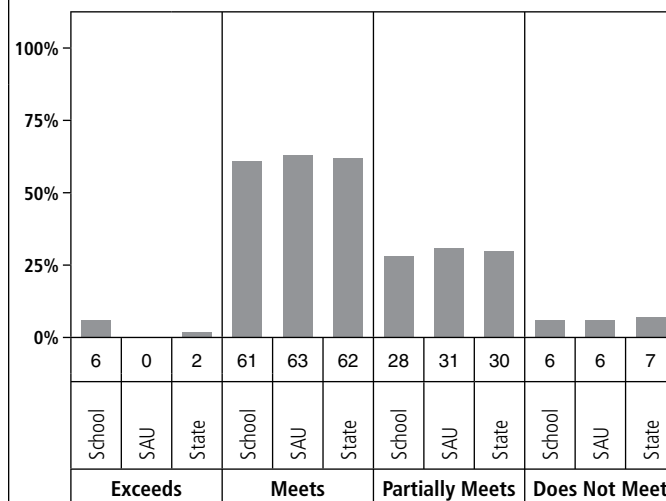
SAU: MSAD 13

School: Moscow Elementary

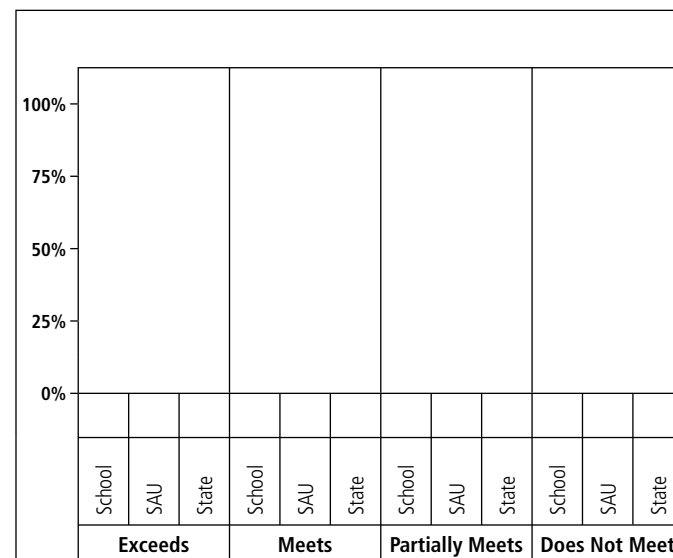
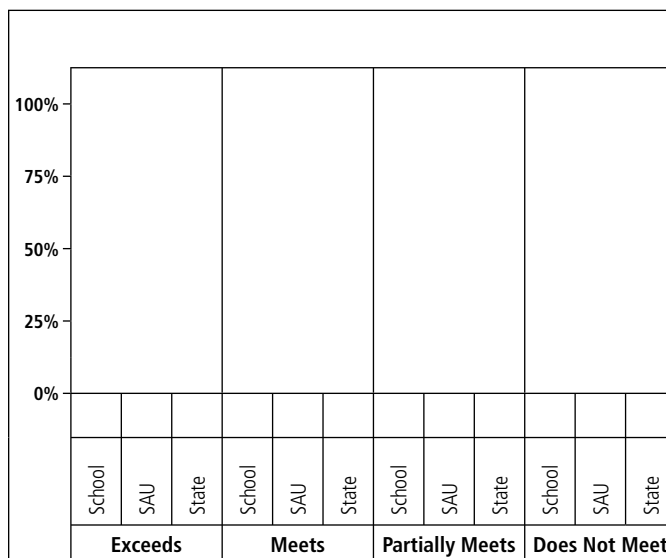
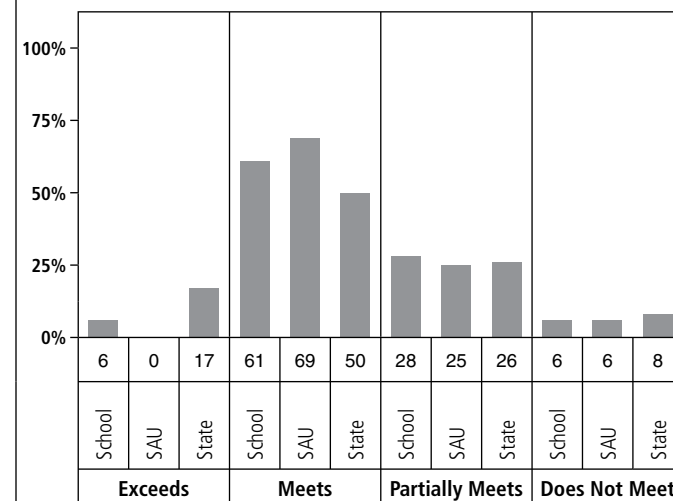
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	345	345	345
2006–2007	344	344	345
<b>2007–2008</b>	<b>344</b>	<b>343</b>	<b>344</b>
Cum. Avg. *	344	344	345
<b>Mathematics</b>			
2005–2006	339	340	344
2006–2007	338	338	347
<b>2007–2008</b>	<b>342</b>	<b>341</b>	<b>347</b>
Cum. Avg. *	340	340	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 13  
 School: Moscow Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	18	100	16	100	13803	100	18	100	16	100	13714	99	18	100	16	100	13710	99												
Ethnicity African American/Black	1	6	0	0	399	3	1	100	0	0	391	98	1	100	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	17	94	16	100	12916	94	17	100	16	100	12846	100	17	100	16	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	4	22	4	25	2358	17	4	100	4	100	2333	99	4	100	4	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	5	28	4	25	5584	40	5	100	4	100	5535	99	5	100	4	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	17	94	15	94	10650	77	17	94	15	94	10678	77												
Identified disability (PET/IEP)	3	18	3	20	475	4	3	18	3	20	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
<b>Participation with accommodations</b>	1	6	1	6	2936	21	1	6	1	6	2911	21												
Identified disability (PET/IEP)	1	100	1	100	1735	59	1	100	1	100	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	0	0	986	34	0	0	0	0	958	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 13  
School: Moscow Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	2006-2007	0	0	0	0	332	2
	<b>2007-2008</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>227</b>	<b>2</b>
	Cum. Total*	1	2	0	0	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	13	76	12	75	8641	62
	2006-2007	11	55	11	55	8691	63
	<b>2007-2008</b>	<b>11</b>	<b>61</b>	<b>10</b>	<b>63</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	35	64	33	63	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	3	18	3	19	3671	27
	2006-2007	9	45	9	45	3781	27
	<b>2007-2008</b>	<b>5</b>	<b>28</b>	<b>5</b>	<b>31</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	17	31	17	33	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	6	1	6	1163	8
	2006-2007	0	0	0	0	1021	7
	<b>2007-2008</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>938</b>	<b>7</b>
	Cum. Total*	2	4	2	4	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	27.3	59.3	26.2	57.0	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	13.8	60.0	13.3	57.8	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	13.4	58.3	12.9	56.1	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 13  
School: Moscow Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	1	6	11	61	5	28	1	6	344	16	0	63	31	6	343	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	1										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	17	0	0	11	65	5	29	1	6	343	16	0	63	31	6	343	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2210	0	32	48	20	338
No	14	1	7	10	71	3	21	0	0	346	12	0	75	25	0	345	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										0						348	1	36	45	19	339
No	18	1	6	11	61	5	28	1	6	344	16	0	63	31	6	343	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	5	0	0	3	60	1	20	1	20	342	4						5450	1	49	39	11	341
No	13	1	8	8	62	4	31	0	0	345	12	0	67	33	0	343	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	18	1	6	11	61	5	28	1	6	344	16	0	63	31	6	343	13581	2	62	30	7	344
<b>Gender</b>																						
Female	7	0	0	5	71	2	29	0	0	345	6	0	67	33	0	345	6567	3	65	27	5	345
Male	11	1	9	6	55	3	27	1	9	344	10	0	60	30	10	341	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						2004	0	37	49	14	339
No	14	1	7	9	64	4	29	0	0	346	12	0	67	33	0	344	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	18	1	6	11	61	5	28	1	6	344	16	0	63	31	6	343	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: MSAD 13

School: Moscow Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	50	0	0	6	67	2	22	1	11	343	56	0	67	22	11	343	6	0	43	39	18	340
B. less than one hour	28	0	0	4	80	1	20	0	0	346	25	0	75	25	0	346	79	2	65	28	5	345
C. one to two hours	17	1	33	0	0	2	67	0	0	346	13	0	0	100	0	335	12	2	60	31	7	344
D. more than two hours	6	0	0	1	100	0	0	0	0	346	6	0	100	0	0	346	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	44	1	13	4	50	2	25	1	13	345	38	0	50	33	17	341	29	3	62	28	7	345
B. They match some of what I have learned.	39	0	0	5	71	2	29	0	0	344	44	0	71	29	0	344	48	2	67	27	4	345
C. They match just a little of what I have learned.	11	0	0	1	50	1	50	0	0	340	13	0	50	50	0	340	15	1	56	34	9	343
D. There is no match.	6	0	0	1	100	0	0	0	0	352	6	0	100	0	0	352	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	28	0	0	4	80	0	0	1	20	345	25	0	75	0	25	345	42	3	67	24	6	346
B. good	67	1	8	7	58	4	33	0	0	344	69	0	64	36	0	342	46	1	62	32	5	344
C. fair	6	0	0	0	0	1	100	0	0	340	6	0	0	100	0	340	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	28	0	0	2	40	2	40	1	20	338	31	0	40	40	20	338	22	1	48	38	12	341
B. about the same as my regular schoolwork	44	1	13	4	50	3	38	0	0	346	38	0	50	50	0	343	57	2	68	26	4	346
C. easier than my regular schoolwork	28	0	0	5	100	0	0	0	0	348	31	0	100	0	0	348	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	17	0	0	0	0	2	67	1	33	335	19	0	0	67	33	335	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	61	1	9	7	64	3	27	0	0	345	56	0	67	33	0	342	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	22	0	0	4	100	0	0	0	0	349	25	0	100	0	0	349	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	11	1	50	0	0	1	50	0	0	353	6	0	0	100	0	338	19	3	65	27	6	346
B. 20 minutes to an hour	39	0	0	4	57	2	29	1	14	342	38	0	50	33	17	342	47	2	68	25	5	346
C. less than 20 minutes	11	0	0	2	100	0	0	0	0	348	13	0	100	0	0	348	19	1	56	35	8	343
D. I rarely read at home.	39	0	0	5	71	2	29	0	0	343	44	0	71	29	0	343	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	33	0	0	5	83	0	0	1	17	344	31	0	80	0	20	344	28	1	56	33	9	343
B. six to ten pages	28	1	20	2	40	2	40	0	0	348	25	0	50	50	0	344	23	1	63	29	7	344
C. eleven or more pages	39	0	0	4	57	3	43	0	0	342	44	0	57	43	0	342	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008

Grade: 3

SAU: MSAD 13

School: Moscow Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	0	0	1295	9
	2006-2007	1	5	1	5	1985	14
	<b>2007-2008</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	2	4	1	2	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	8	47	8	50	6852	49
	2006-2007	4	20	4	20	6990	51
	<b>2007-2008</b>	<b>11</b>	<b>61</b>	<b>11</b>	<b>69</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	23	42	23	44	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	8	47	8	50	4081	29
	2006-2007	11	55	11	55	3673	27
	<b>2007-2008</b>	<b>5</b>	<b>28</b>	<b>4</b>	<b>25</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	24	44	23	44	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	1	6	0	0	1638	12
	2006-2007	4	20	4	20	1193	9
	<b>2007-2008</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	6	11	5	10	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	8.4	56.0	8.5	56.7	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	8.9	63.6	8.6	61.4	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	2.4	48.0	2.4	48.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	8.8	62.9	8.8	62.9	9.0	64.3

## Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

E. Geometry

F. Measurement

## Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

## Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 13  
 School: Moscow Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	1	6	11	61	5	28	1	6	342	16	0	69	25	6	341	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	1										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	17	0	0	11	65	5	29	1	6	341	16	0	69	25	6	341	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2208	6	35	37	21	338
No	14	1	7	8	57	4	29	1	7	342	12	0	67	25	8	341	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										0						357	8	29	37	26	336
No	18	1	6	11	61	5	28	1	6	342	16	0	69	25	6	341	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	5	0	0	2	40	3	60	0	0	339	4						5452	9	45	33	12	343
No	13	1	8	9	69	2	15	1	8	343	12	0	75	17	8	342	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	18	1	6	11	61	5	28	1	6	342	16	0	69	25	6	341	13584	17	50	26	8	347
<b>Gender</b>																						
Female	7	0	0	4	57	2	29	1	14	339	6	0	67	17	17	340	6565	15	49	27	8	347
Male	11	1	9	7	64	3	27	0	0	344	10	0	70	30	0	342	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						2004	5	39	41	15	339
No	14	1	7	9	64	3	21	1	7	343	12	0	75	17	8	342	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	18	1	6	11	61	5	28	1	6	342	16	0	69	25	6	341	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: MSAD 13

School: Moscow Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	50 28 17 6	0 0 1 0	0 0 33 0	8 2 1 0	89 40 33 0	1 2 1 1	11 40 33 100	0 1 0 0	0 20 0 0	344 337 346 340	56 25 13 6	0 0 0 0	89 50 50 0	11 25 50 100	0 25 0 0	344 338 338 340	6 79 12 3	9 18 16 7	40 52 48 26	33 24 27 37	18 6 8 29	340 348 347 335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	44 39 17 0	1 0 0 0	13 0 0 0	4 4 3	50 57 100	2 3 0	25 43 0	1 0 0	13 0 0	342 341 347	44 38 19 0	0 0 0	57 67 100	29 33 0	14 0 0	339 342 347	37 46 12 5	22 16 9 5	50 53 44 32	22 25 36 36	6 6 11 27	350 348 342 336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	29 53 18 0	0 1 0	0 11 0	4 5 2	80 56 67	0 3 1	0 33 33	1 0 0	20 0 0	340 344 340	33 47 20 0	0 0 0	80 71 67	0 29 33	20 0 0	340 343 340	39 46 12 3	25 14 8 2	48 52 49 34	20 27 35 36	7 7 9 29	350 347 343 335
<b>How hard was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 67 17	0 1 0	0 8 0	3 7 1	100 58 33	0 4 1	0 33 33	0 0 1	0 0 33	343 343 336	19 63 19	0 0 0	100 70 33	0 30 33	0 0 33	343 342 336	17 59 25	7 18 21	41 53 49	35 24 23	17 5 8	340 349 349
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	17 11 44 28	1 0 0 0	33 0 0 0	1 1 5 4	33 50 63 80	1 1 2 1	33 50 25 20	0 0 1 0	0 0 13 0	351 339 339 342	13 13 50 25	0 0 0 0	50 50 63 100	50 50 25 0	0 0 13 0	346 339 339 345	32 30 19 18	13 20 20 16	47 52 53 50	30 23 21 27	10 5 6 8	345 349 350 347
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	6 6 28 61	0 0 0 1	0 0 0 9	1 1 3 6	100 100 60 55	0 0 2 3	0 0 40 27	0 0 0 1	0 0 0 9	342 344 339 343	6 6 31 56	0 0 0 0	100 100 60 67	0 0 40 22	0 0 0 11	342 344 339 342	7 18 28 47	5 15 21 17	34 50 53 50	40 27 21 25	20 8 4 7	338 346 350 347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	22 56 17 6	0 0 1 0	0 0 33 0	3 7 1 0	75 70 33 0	1 2 1 1	25 20 33 100	0 1 0 0	0 10 0 0	342 341 347 340	19 63 13 6	0 0 0 0	100 70 50 0	0 20 50 100	0 10 0 0	345 341 339 340	16 30 32 22	8 14 22 20	42 53 51 49	36 26 22 23	13 7 5 7	342 347 350 349
<b>Optional school/SAU question</b> A. B. C. D.	0 0 0 0										0 0 0 0											